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ABSTRACT

The report presents information resulting from an inservice training workshop for vocational education teachers and administrators in Alaska on working with handicapped students. Among the problems perceived by teachers and administrators were inadequate understanding of state and federal laws, increasing class size, lack of inservice training, and lack of interagency cooperation. A pilot workshop was developed with an agenda based on several priority areas. Other workshop models were developed along a four phase approach (awareness, reassurance, problem definition, and problem resolution) with modules focusing on developing a general understanding, developing a positive attitude, serving specific handicapped students, and developing a plan for action. Appendixes include a consultant report and revised agenda; a listing of workshop materials; a list of vocational/special education workshop participants; a sample workshop evaluation form; an evaluation summary; and an outline of teacher skills in the following areas: instructional and program design; program management; collaboration and liaison; instructional methods; assessment, diagnosis, and evaluation; materials; guidance and counseling; knowledge; and research. (SBH)

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INSERVICE TRAINING AMONG BUILDING ADMINISTRATORS AND VOCATIONAL EDUCATION TEACHERS IN FOUR ALASKAN SCHOOL DISTRICTS FOR HANDICAPPED STUDENTS

WORKSHOP REPORT

Prepared for the
Alaska Department of Education

By

The Northern Institute
for
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June 1979

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JUL 15 1980

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INTRODUCTION

From October 1978 to June 1979 The Northern Institute was awarded a contract by the Alaska State Department of Education to work with four school districts in Alaska in developmental efforts associated with meeting the vocational needs of handicapped students. One of the stated objectives of the grant award was...

> "To design and field test a staff development in-service training program for vocational education teachers with handicapped pupils."

The information presented in this report is the result of that workshop which was held on April 26 & 27, 1979 involving teachers and administrators from the school districts of Anchorage, Delta-Greely, Kenai and Fairbanks North Star Borough.

BACKGROUND ON TEACHER/PRINCIPAL NEEDS

A recent instructional course advertisement in N.E.A.-Alaska newspaper read...

"Shotgun Wedding: Special Education in the Regular Classroom."

The title of the course was not only a good attention-getter but may also reflect the attitudes and feelings associated with mainstreaming special education students into the regular classroom. A central problem with mandated federal and state laws of this nature is often the lack of adequate teacher preparation and in-service that must accompany such legislation.

At a special session of the N.E.A.-Alaska convention convened in Anchorage on March 2, 1979 teachers and administrators identified the following problems associated with mainstreaming handicapped students into the regular classroom.

* Problem of understanding federal and state laws (ie. PL 94-142)
* Student attitude toward handicapped students
* Paperwork and time involved in serving handicapped students
* Lack of adequate in-service training in learning to work with handicapped students
* Increasing class size
* Changing regulations and directions
* Procedures for testing students
* Deviseness of special and regular teachers
* Lack of administrative in-service

* Compliance review and audit concerns
* Labeling concerns
* Lack of interagency cooperation
* Inability to design diagnostic teams in some rural areas
* Need for personal involvement and in-service

The number one concern identified by the NEA-Alaska Special Task Force was providing teacher in-service training to assist in the mainstreaming process.

A review of research from around the country may help shed some insight into classifying what these needs focus upon. Rude (1978) recently reported findings associated with the rank order of the highest priority needed training topics nationwide.

Rank Order	Topics
1	Instructional procedures/classroom Management
1	Curriculum/programing/materials/ resources
2	Individualized education program
3	Identify, locate, refer handicapped children
4	Child evaluation procedures
5	Least restrictive environment
6	Implementing Public Law 94-142
7	Communication
8	Coordination of services

With regard to vocational teacher needs in serving handicapped students, several studies have identified potential areas to focus in-service training upon (See Tables 1-4 on the following pages).

TABLE 1

Teachers' and Principals' Perceptions of Mainstreaming: Needs, Barriers and Related Items ($\bar{x}$ scores for teacher and principal groups)

Teachers	Needs Statements	Principals
5.39	School personnel (principals, counselors) should attend in-service workshops concerned with occupational education, its programs, goals, and objectives.	4.78
5.33	In order to meet the needs of the handicapped student, class size will have to be reduced.	5.10
5.25	Parents of handicapped students need to become more knowledgeable of occupational education programs for their children.	5.08
5.24	Special instructional materials must be available to teachers with handicapped students in the classroom, e.g., Braille readers, reading materials at simplified levels, etc.	5.04
5.19	School personnel concerned with placement of handicapped students in occupational classes should attend in-service workshops on occupational education.	4.87
5.13	Personnel must be made available to help in diagnosing special needs of handicapped students.	5.19
5.02	For handicapped students, a curriculum should be developed which relates basic skills and daily living skills to vocational opportunities.	4.83
4.97	Transportation services are essential for handicapped students if they are to participate in cooperative education programs.	4.90
4.69	In-service education is necessary for all school personnel to understand legislation pertaining to the handicapped.	4.61
4.62	Special curriculum materials are necessary before the educational needs of the handicapped can be effectively met.	4.65
4.28	Allocating State occupational funds without requiring local matching would improve programs for handicapped students.	4.40
4.22	In order for the handicapped student to be served in regular occupational programs, attitudes of teachers toward the handicapped must be changed.	4.35
4.14	Occupational training equipment must be modified to accommodate the handicapped student.	4.26
4.05	Existing facilities can be modified to serve handicapped students with minimum cost.	3.79
Teachers	**Barrier Statements**	**Principals**
4.90	Not enough support personnel (aides, tutors, etc.) are available to help teachers provide occupational instruction to handicapped students.	4.79
4.60	School systems do not have sufficient funds to purchase necessary equipment or materials to facilitate the individual needs of the handicapped student.	4.89
4.40	Smaller school systems do not have sufficient resources to offer the variety of options necessary to provide a flexible, individual occupational program for the handicapped student.	4.50
4.37	Occupational teachers do not have the time to perform tasks (such as developing individual instructional programs) necessary to work with handicapped students.	3.57
4.28	Federal and state program guidelines restrict local flexibility in using funds to meet local needs.	4.66
4.21	Occupational teachers are generally not aware of employment opportunities available for handicapped students with occupational skills.	4.15
4.14	Most occupational teachers are inadequately prepared to handle the education of the handicapped student in their classes.	4.11
4.12	School facilities (classrooms, shops, labs) are not easily accessible to the handicapped.	4.08
3.82	Existing program guidelines and reporting requirements tend to encourage special occupational programs for handicapped students.	3.73
3.61	Employers in business and industry are reluctant to hire handicapped students who have completed an occupational skill training program.	3.77
2.63	Handicapped students should not be allowed to use occupationally-related machinery because it presents a hazard to them.	2.35

Source: Hughes, James. Mainstreaming the Handicapped in Preparatory Occupational Education Programs in North Carolina, Chapel Hill, N.C., System Science, Inc., 1978, p 5.

TABLE 2

Highest Perceived Inservice Needs: A Basis for Inservice Training Across Professional Areas.

1.	Identifying appropriate teaching techniques	MH[a]	PH[b]	D[c]
2.	Determining student potential and limitations	MH		D
3.	Motivating these students	MH		D
4.	Adapting curriculum to meet individual needs of special needs students	MH	PH	
5.	Identifying job opportunities for these students	MH	PH	
6.	Gaining acceptance of employers	MH	PH	
7.	Identifying these students			D
8.	Counseling these students			D
9.	Developing interpersonal relationship skills			D
10.	Adapting equipment		PH	
11.	Adapting facilities		PH	

[a]Mentally Handicapped

[b]Physically Handicapped

[c]Disadvantaged

Source: Crawford, Glinda, and Cilz, Kathy. Regional Seminars on Adaptation of Vocational Education Programs for Special Needs in North Dakota: Final Report. Grand Forks, ND: University of North Dakota, 1978.

TABLE 3

Highly Rated Teacher Tasks

1. Analyze students' occupational interests and aptitudes.
2. Collaborate with other educators, specialists, and parents in evaluating the learner's educational needs.
3. Administer or use diagnostic assessment techniques
4. Identify available assessment instruments appropriate for special needs learners
5. Plan a sequence of modules or units of instruction according to the learner's needs
6. Coordinate with instructional planning in academic areas for students with learning problems (reading, math, and other academic areas required for graduation.)
7. Develop individual students performance goals and objectives
8. Identify instructional techniques appropriate for special needs learners
9. Select or modify instructional materials appropriate for different special needs learners
10. Develop instructional materials for special needs learners
11. Provide reinforcement for learning
12. Provide career counseling and guidance
13. Train employers and supervisors to work effectively with special needs learners
14. Evaluate and upgrade the effectiveness of instruction
15. Conduct a comprehensive evaluation of the total special needs program

Source: Vocational Education for Special Needs Students: Competencies and Models for Personnel Preparation. Final Report. A Report on the National Workshop on Vocational Education for Special Needs Students. Jan. 13-15, 1976, Phelps, L. Allen, and others, Illinois University, Urbana June, 1976, p. 265.

TABLE 4

List of Competencies Needed by Vocational Education Teachers Teaching the Disadvantaged and/or Handicapped.

1. Possess knowledge of the characteristics of the disadvantaged and handicapped students.
2. Identify and utilize techniques of diagnosing learning problems and needs of disadvantaged and handicapped students.
3. Identify and manage students with mental and emotional problems.
4. Utilize guidance and counseling practives appropriate for working with disadvantaged and handicapped students.
5. Possess an interest in and enthusiasm for working with the disadvantaged and handicapped students.
6. Identify and utilize appropriate teaching methods especially successful with disadvantaged and handicapped students.
7. Identify, evaluate, and utilize instructional materials appropriate for disadvantaged and/or handicapped students.
8. Plan occupational experience programs and/or laboratory experiences for disadvantaged and/or handicapped students.
9. Develop academic skills through vocational programs.
10. Identify and secure the cooperation of other agencies concerned with the welfare of the disadvantaged and/or handicapped students.
11. Identify health problems of the disadvantaged and/or handicapped students and refer student to the appropriate persons.
12. Evaluate academic and vocational progress of the disadvantaged and/or handicapped students.
13. Manage discipline problems that may develop in working with disadvantaged and/or handicapped students.
14. Possess "know-how" in coordinating and utilizing community resources and services.
15. Know how to relate to people--regardless of socio-economic level, race, color, or sex.
16. Have practical experience via internships, externships, and student teaching or the like in preparation for teaching the disadvantaged and/or handicapped.

SOURCE: Identification of Problems and Competencies Needed by Vocational and Technical Education Personnel Teaching Persons With Special Needs in Virginia Sheppard, N. Alan Virginia Polytechnic Inst. and State Univ, Blacksburg Div. of Vocational-Technical Ed. June, 1975, p. 80

A summary of the needs of vocational education teachers to assist handicapped students at the local level includes the following areas:

Positive Attitudes

Knowledge of mental retardation and other handicapping conditions as they affect vocational development within students

Understanding of the level of ability required to perform specified job tasks.

Knowledge of support services and resources.

Modifying existing curriculum

Evaluating the performance of students and teachers

Developing appropriate teaching strategies for various handicapping conditions

A more complete listing of teacher skills is listed in the appendices (See "A Sampler of Teacher Skills").

THE PILOT WORKSHOP

The original plan of action developed by The Northern Institute was to undertake a formal assessment of the vocational education teachers in the four cooperating school districts to determine the specific training needs. The intent was to then focus a pilot workshop upon several top priority areas. However, in working with the vocational and special educator district directors of the four districts, a modified plan was suggested and adopted. This modified plan broadened the pilot workshop to include not only vocational teachers but building level administrators. Furthermore, rather than undertaking a formal assessment prior to the workshop, the advisory body to The Institute recommended that such needs be identified at the workshop itself.

A two day workshop was planned with the following purposes (See Agenda)

An assessment of the workshop's effectiveness along with a list of participants and support materials is provided in the appendices of this report. Dr. Gary Meers from the University of Nebraska-Lincoln was contracted to conduct the workshop.

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TEACHER/PRINCIPAL IN-SERVICE WORKSHOP
ON
MEETING THE VOCATIONAL NEEDS OF HANDICAPPED STUDENTS

Date: April 26 & 27, 1979
Place: Room 202, Anchorage School District Admin. Office; 4600 DeBarr Road
Time: 9:00 a.m. to 4:00 p.m.
Resource Consultant: Gary Meers, University of Nebraska

PURPOSES

1) To provide an opportunity for participants to gain knowledge about the vocational needs of handicapped students, related laws and model program components.

2) To identify the strengths of existing efforts and areas which need to be addressed at the district and classroom level.

3) To undertake specific back home planning with regard to meeting the vocational needs of handicapped students at the building and classroom level.

4) To demonstrate a generic planning process for use at the district or school level regarding meeting the vocational needs of handicapped students.

AGENDA

Day One (April 26, 1979)

Welcome and Getting Acquainted

Overview and Open Discussion of Workshop Agenda

Review of Vocational Needs of Handicapped Children

The Related Laws

Review of Model Program Components

Lunch -

Preliminary Assessment of Where We are Now (district, building and classroom level)
- What Seems To Be Working?
- What Are The Problems?

Preliminary Assessment of What Ought To Be (district, building, and classroom)

Priority Areas To Be Addressed As Teachers and Building Administrators (building and classroom level).

Day Two (April 27, 1979)

Continuation of Priority Areas To Be Addressed

Developing Preliminary Solutions and Recommendations

Back Home Planning

Focusing Upon the School and Classroom

Lunch

Support Materials and Resources Available

Statewide Events and Happenings

Follow-Up Actions

Evaluations and Celebration!

OTHER WORKSHOP MODELS

A variety of other workshop models have been developed for vocational education teacher in-service related to handicapped students. The following examples could be adapted to Alaskan school conditions and needs. The models are presented as additional ways to plan for in-service training.

Four Phase Approach

Dahl, et al. (1978) has developed a four phased approach to working with vocational teachers. The format of these phases are broken into sessions on:

1. Awareness Phase: Creating the experience of being a handicapped person in a classroom geared to nonhandicapped learners.

2. Reassurance Phase: Soliciting input from the participants their success experiences with handicapped learners.

3. Problem Definition Phase: Spelling out the learning characteristics often associated with a student having a specific disability, and examining those aspects of the teaching process for which modification should be considered

4. Problem Resolution Phase: Presenting strategies designed to compensate for or overcome the problems raised.

During the first phase of the in-service process, the Awareness Phase, the experience of being retarded in a mainstream educational setting is provided by asking the in-service trainees to solve a problem. After experiencing feelings of inadequacy, frustrationg, anger, embarrassment and failure, the trainer relates this experience to those of handicapped students in the classroom.

The Reassurance Phase of the in-service training is designed to remind participants that:

1. they have already successfully educated retarded students, although students may not have been so labeled; and

2. they have the teaching skills needed to do so even if they have yet to enroll a retarded learner in their courses.

The trainer solicits from teachers examples of successful classroom experiences with retarded students and reviews the skills in which they are currently proficient.

The Problem Definition Phase includes both a description of the learning characteristics frequently manifested by retarded students and a review of matters that should be considered when modifying a course for

a retarded student. Such matters include:

1. Assessment and Evaluation Results
   a. Existence
   b. Availability
   c. Utilization
2. Employment Goals
   a. Skill Levels
   b. Stress Factors
   c. Supervisory Considerations
3. Physical Plant Modifications (classroom, lab, etc.)
4. Course Content
   a. Quantity
   b. Areas Covered
   c. Reading Level
   d. Math level (when applicable)
5. Identification, Selection, and Sequencing of Skills and Concepts to be taught and Rate of Presentation.
6. Textbooks, Workbooks, Manuals, and Other Written Materials.
7. Teaching Materials and Aids for Teacher Use
8. Learning Materials and Aids for Student Use
9. Teaching Methods
   a. For use with the entire class
   b. For use with the handicapped student on an individual basis
10. Testing of the Student for Mastery of the Course Material
    a. Content
    b. Methods
    c. Success Criteria
11. Grading
    a. Types
    b. Criteria
12. Emotional Climate of the Classroom
    a. Feelings of nonhandicapped students
    b. Feelings of handicapped students
    c. Feelings of Instructor

13. Supportive Services
    a. In-house
    b. Outside agencies
14. Administrative Policy
15. Employer Contact and Job Placement

The Problem Resolution Phase is presented in several learning modes:

1. A hands-on experience, which might include classroom practice in the determination of instructional objectives, task analyses, sequencing exercises, construction of instructional materials, development of a list of survival vocabulary for the trainees' courses, and the analysis and appropriate modification of texts and manuals

2. A field trip to other classes of rehabilitation facilities in which retarded persons are receiving skill training. Where possible, the trainees are paired with others teaching a similar or comparable skill, e.g., auto mechanics with small engines.

3. Classroom presentation, which might include audio-visuals, visuals, handouts, and resource people (both handicapped and nonhandicapped). For example, a series of visuals is used by the trainer in presenting problems frequently experienced by the retarded learner in a classroom situation and strategies designed to overcome these problems. Such problems include shaky self-confidence, deficient short-term memory, deficient long-term memory, difficulty in attacking problems, slowness in responding to assignments, difficulty in making associations and generalizations, deficient skills of observation. The visuals serve as the framework for the presentation in which the trainer elaborates on both the problems likely to be encountered and the possible solutions for them. The rate of presentation and depth of elaboration is tailored to the needs and desires of the particular group of trainees.

Modules Approach

Weisgerber and others (1977) at the American Institute for Research in the Behavioral Sciences have designed in-service training around interactive, packaged modules and support materials. The modules focus upon:

Broad Issues

Module A: Developing a General Understanding

Module B: Developing a Positive Attitude

Particular Focus to Service Students

Module C: Serving Specific Handicapped Students

C-1 Orthopedically

C-2 Visually

C-3 Mentally

C-4 Communication Impaired

Module D: Developing a Plan for Action

The Inservice thrusts are toward:

1. Rights and entitlements
2. Attitudes toward the handicapped
3. Information about different handicapping conditions
4. Training the handicapped for employment
5. Helping a particular handicapped student

Nominal Group Problem-Solving Approach

Hughes and Rice (1978) of System Sciences, Inc. have designed a workshop model around the use of the nominal group process. They explain the process as listed below along with instructions for the group leader.

The first step in the nominal group technique process is the silent generation of ideas in writing. Present the question, called a nominal question, to the group in written form and read the question aloud to the group. Examples of questions that you may want to put before your group might be as follows:

> What do you view as the major barriers to mainstreaming handicapped students in vocational education here at _____ school?
>
> or
>
> What do you view as priority needs which must be met if mainstreaming of handicapped students in vocational education here at _____ school is to be successful?

The overview of mainstreaming provided at the outset of your meeting will set the stage for the introduction of either the question on major barriers or the question on priority needs. You may use either the priority needs question or the major barriers question with your group, or you may want to use both. However, using both questions will require two separate NGT exercises. Needs and barriers are directly related. As needs are met, barriers will be overcome; as barriers are overcome, needs will be reduced.

Steps included in the process are as follows:

Step 1: Silent Generation of Ideas in Writing

Step 2: Round-Robin Recording of Ideas

Step 3: Serial Discussion for Classification

Step 4: Preliminary Voting on the Priority Needs or Major Barriers

Step 5. Discussion of Preliminary Voting

Step 6. Final Voting

At the conclusion of the process priority needs will have been assessed and the major barriers will have been identified. The next major step is the development of solutions or strategies to meet the needs and/or overcome the barriers. This group process is designed as the problem identification phase of a long range plan toward problem solution and should not be viewed as complete in itself.

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APPENDICES

TEACHER/PRINCIPAL IN-SERVICE WORKSHOP
ON
MEETING THE VOCATIONAL NEEDS OF HANDICAPPED STUDENTS

Date: April 26 and 27, 1979

Place: Room 202 Anchorage School District
Administration Office
4600 DeBarr Road

Time: 9:00 am to 4:00 pm

Consultant Report

The following goals were set forth for the workshop:

1. To provide participants with information about the vocational needs of handicapped students.

2. To discuss related and impacting legislative mandates on the vocational teacher of the handicapped.

3. Through simulation, develop an appreciation for the needs, concerns, and wants of the handicapped in vocational settings.

4. To demonstrate a generic planning process for use at the district or school level regarding the meeting of the vocational needs of handicapped students.

Agenda

Thrusday:

9:00 - Welcome and Orientation
9:30 - Special Vocational Needs Planning and Programming
10:45 - Legislative Mandates for Public Educators
11:00 - Simulation Activity Number 1
11:30 - Lunch
1:00 - Utilization of State Resource Personnel - State Director of Vocational Education and State Director of Special Education
2:30 - Break
2:45 - Continuation of Simulation Activities
4:00 - Adjourn

Agenda (con't)

Friday:

9:00 - Film - "Cipher in the Snow"
9:30 - Learning Style Analysis
11:30 - Lunch
12:30 - School and Teacher Role Discussion
2:30 - Film - "A Different Approach"
3:15 - Reading Analysis of Materials and Students
3:45 - Wrap Up
4:00 - Adjourn

A workshop evaluation form was provided to the participants for their feedback.

Based upon the workshop conductor's observations and participant feedback, the following recommendations are made:

1. There needs to be additional workshops of this nature conducted throughout the state.

2. There needs to be additional curriculum modification workshops conducted to assist the classroom teacher in serving special needs students.

3. The workshop format should be changed to better accommodate the individual needs of the participants. The schedule would be as follows:

   First Day:

   9:00 - Welcome and Orientation
   9:30 - Simulation Activities 1 through 6
   12:00 - Lunch
   1:30 - Special Vocational Needs Planning and Programming
   2:15 - Break
   2:30 - Legislative Mandates for Public Educators
   3:30 - Film - "Cipher in the Snow"
   4:00 - Adjourn

   Second Day:

   9:00 - Learning Style Analysis
   10:15 - Break
   10:30 - Reading Analysis of Materials and Students
   11:30 - Lunch
   1:00 - Utilization of State Resource Personnel - State Director of Vocational Education and State Director of Special Education
   2:30 - Break
   2:45 - School and Teacher Role (Local Planning)
   3:30 - Film - "A Different Approach"
   4:00 - Workshop Evaluation and Wrap Up
   4:15 - Adjourn

Consultant Summary:

The workshop went very well as based upon evaluations and participant feedback. With the inclusion of the aforementioned recommendations, the impact of the workshop will be even greater.

LISTING OF AVAILABLE MATERIALS FROM WORKSHOP PRESENTED BY GARY MEERS

REFERENCE MATERIALS

* Commonly Used Terms in Special and Vocational Education
* Selected References of Interest to Special Vocational Needs Educators

LEARNING STYLE ANALYSIS

* Learning Style Preference Questionnaires
* Learning Style Analysis Form

DIAGNOSTIC READING MATERIALS

* Analysis of Low Reading Level Mathematics
* Determining the Reading Level of Occupational Information
* San Diego Quick Assessment
* The Cloze Procedure

CHARACTERISTICS, DIFFERENCES, NEEDS OF HANDICAPPED AND DISADVANTAGED INDIVIDUALS

* Special Vocational Needs
* Characteristics of the Disadvantaged that Affect Learning
* Characteristics of Learning Disabled Adolescents
* What the Teacher of the Handicapped Should Know
* Individual Differences
* Special Need Indicator Categories

INDIVIDUALIZED INSTRUCTION

* Individualizing Instruction
* Using the Interest Approach to Teaching
* Model of Functional Competency (sample - Consumer Economics)
* Individual Prescriptive Program Format
* Reinforcement Inventory
* Special Needs Resource Inventory

OCCUPATIONAL RELATED INFORMATION

* Appraisal Form
* The Slow Learner in Occupationally Related Classes
* Guidelines for Preparing Students to Enter the World of Work

Vocational/Special Education

Workshop Participants
April 26-27, 1979
Anchorage, Alaska

Name	Address	School District
Bob Hahn	1811 Lake Otis, Anchorage	Anchorage
Candy Rohrer	Hutchison Career Center	Fairbanks
Joe Dilley	Box 1509 Kenai	Kenai Pen. Boro.
Leonard M. Efta	Box 1509 Kenai	" " "
Greg Daniels	Box 1509 Kenai	" " "
Walt Kephart	2806 W. 33rd, Anchorage	Anchorage
Glenn Erickson	Dept. of Education	Juneau
John Stamm	Dept. of Education	"
Michael White	Career Center	Anchorage
LaForest B. Clark	1915 Rosemary, Anchorage	"
Gwen Horvath	3964 Reka D-3, Anchorage	"
Norma Sharma	Box 80235, College	Fairbanks
Barbara MacCallun	556 Halvorson, Fairbanks	"
Steve Talovich	Box 654, Delta Junction	Delta Junction
Ron Beck	Box 294, Delta Junction	" "
Bob Peck	2650 E. Northern Lights Blvd.	Anchorage
Gary Gaard	Career Center	"
Marty Bomotti	650 W. Int'l. Airport Rd.	Anchorage

Topic ~~Inservice Training~~ Vocational Education/Special Education Date(s) of activity April 26,27,1979

Instructor(s) Dr. Gary Meers Location of activity Anchorage School Dist. Admin Office

	Excellent 7	6	5	4	3	2	Poor 1
1. The organization of the workshop was:	☐	☐	☐	☐	☐	☐	☐
2. The work of the consultant was:	☐	☐	☐	☐	☐	☐	☐
3. The ideas and activities presented were:	☐	☐	☐	☐	☐	☐	☐
4. The scope (coverage) was:	☐	☐	☐	☐	☐	☐	☐
5. My expectations for this workshop were:	☐	☐	☐	☐	☐	☐	☐
6. I consider the value of this workshop to be:	☐	☐	☐	☐	☐	☐	☐

7. My purpose for attendance at this workshop was: _____

_____

8. Should anything be done differently at future workshops: _____

_____

9. The first "official" action I will take as a result at this workshop will be:

_____

I feel as though I need additional information on: _____

_____

THE FOLLOWING INFORMATION IS REQUESTED BY THE FEDERAL GOVERNMENT:

YOUR ETHNIC ORIGIN: WHITE ___ BLACK ___ ASIAN ___

ESKIMO ___ ALEUT ___ INDIAN ___

OTHER (PLEASE SPECIFY):_____

SEX: FEMALE ___ MALE ___

Workshop conducted by: The Northern Institute for Research, Training and Development

Vocational Education/Special Education Workshop - Evaluation Summary

1) The organization of the workshop was: 7 4, 6 2, 5 4, 4 -, 3 -, 2 -, 1 -

2) The work of the consultant was: 7 6, 6 4, 5 -, 4 -, 3 -, 2 -, 1 -

3) The ideas and activities presented were: 7 7, 6 2, 5 -, 4 1, 3 -, 2 -, 1 -

4) The scope (coverage) was: 7 3, 6 4, 5 3, 4 -, 3 -, 2 -, 1 -

5) My expectations for this workshop were: 7 2, 6 5, 5 -, 4 2, 3 -, 2 -, 1 1

6) I consider the value of this workshop to be: 7 5, 6 4, 5 1, 4 -, 3 -, 2 -, 1 -

7) My purpose for attendance at this workshop was:
   * getting up-to-date information on placement, laws, etc.
   * didn't know at the start of the workshop
   * to be better informed as to what and how to begin to implement voc/spec. ed. cooperation
   * share ideas with other teachers with similar problems
   * interest and responsibility to orientate my department
   * acquire adequate working knowledge to work with special students
   * learn about special needs, gain awareness in this area
   * gain knowledge of special students and voc. education responsibilities
   * selected by asst. superintendent
   * get curriculum information ideas, better understand voc ed. point of view

8) Should anything be done differently at future workshops:
   * don't open our eyes to a need and leave us hanging
   * spend more time with teachers in showing techniques - maybe on site
   * more time allowed, more information on content prior to workshop
   * more people should be involved including other disciplines than voc ed.
   * some specific needs of our state and districts should be addressed and clarified and teachers'questions should be able to be answered openly and honestly
   * get individual concerns out first
   * have definite committments from members to stay- no reason to leave early or in and out of workshop - very disruptive

9) The first "official" action I will take as a result at this workshop will be:
   * school staffing, share ideas from workshop
   * review the handout materials and try to figure out where I can go from here...
   * disseminate material and information
   * to take self-inventory and talk with the other teachers in my area
   * talk with my voc ed. dept about approaches we could take and check into proposal writing possibilities
   * look closely at my dept. and what changes may be necessary
   * to inform fellow staff
   * organize and digest materials and incorporate, meet with superintendent and immediate support staff to share ideas

10) I feel as though I need additional information on:
   * such a large scale, Alaska won't be able to fulfill my need

10) (Continued)
* what specifically is the "least restrictive environment" in terms of spec. ed students entering voc. ed. fields
* teacher in-service in techniques, etc.
* courses and in-service for this kind of input
* money appropriations and aides, etc.
* I need to read handouts first
* specific problems
* programs similar across the country, i.e. Gary Meer's program

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FEMALES 5 MALES 5

WHITE 9 BLACK 1 ASIAN_____ ESKIMO_____ ALEUT_____ INDIAN_____ OTHER____

A Sampler of Teacher Skills[1]

Vocational Education for the Handicapped

These teacher skills were compiled from a number of sources and represent a cross-section of some competencies deemed appropriate in vocational education for the handicapped. It is not presumed that one individual teacher could practice all of these skills. Rather, professionals seeking to develop competency statements might draw from this list and thereby benefit from the experience of others.

INSTRUCTIONAL AND PROGRAM DESIGN

* Organize instructional environments that develop exploratory behaviors.
* Develop and conduct a program that will emphasize the multicultural nature of the society.
* Involve students in instructional planning.
* Identify field sites and arrange guided field experience.
* Identify resources and resource people.
* Use community resources to plan curricula for special needs learners.

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* Recognize and plan for special instructional problems associated with different rates of development.
* Identify educational and behavioral goals in terms of student handicap and disadvantage.
* Plan course content, design instructional materials, and implement activities that are appropriate to the needs and interests of the individual student.
* Develop objectives in terms of entering behaviors of students.
* Define probable post-school vocational activities when developing long-range curricular objectives.
* Incorporate occupational standards of performance into vocational instruction.

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* Create instructional sequences based on task analysis.
* Understand prescribed job stations and task analyze the skills and related information needed for a variety of jobs.

* Perform job analyses of occupations appropriate for specific handicapped individuals to enter.

* Identify the personal, social, and academic competencies required for successful performance in a variety of occupations.

* Plan for performance objectives in three domains: cognitive, psychomotor, and affective.

* List and sequence all the necessary subtasks which, when the student has mastered them, will enable him to perform specific objective tasks.

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* Develop curriculum experiences related to special needs students which involve various tools, materials, machines, and industrial or vocational processes.

* Develop curriculum or shop-related instruction (measurements, concepts, terms).

* Develop curriculum on employment instruction (applications, interviews, using employment services, taking tests).

* Develop curriculum on form completion (bank, tax, insurance).

* Develop curriculum on consumer education.

* Develop curriculum on local geography (maps and transportation).

* Develop curriculum on functional academics.

* Develop curriculum on social behavior, family and home skills (health, safety, grooming, family living, community living).

* Design curriculum modules that relate to the multicultural population of the school and which provide ways for all pupils to gain positive identification and self-image.

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* Write realistic learning and behavior contracts with students.

* Develop, or assist in the development of, an individualized educational program for each student, consistent with the requirements of Public Law 94-142.

* Develop a unit plan of instruction.

* Organize a weekly plan of instruction.

* Write lesson plans that identify specific outcomes, designate methods, specify media, and provide for evaluation.

PROGRAM MANAGEMENT

* Develop a process and procedure for student selection and orientation.

* Devise an activities schedule.

* Design and organize the physical plan of the classroom/lab setting.

* Arrange layout of vocational laboratory to simulate occupational environments.

* Arrange laboratory work areas and storage space to facilitate student work performance.

* Provide approved safety apparel and devices for vocational students assigned to hazardous equipment.

* Maintain a list of classroom safety rules.

* Establish a procedure for attending to the first-aid needs of students.

* Establish a policy for use of the physical facilities by outside groups and other school personnel.

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* Formulate with students acceptable standards of behavior for classrooms and laboratories.

* Devise a plan to control outbursts of fighting and aggressive behavior by use of specified behavior modification techniques.

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* Compile a list of supplies, materials, and equipment needed for the academic year.

* Prepare a capital outlay budget proposal for new equipment needed in a vocational course.

* Plan an operating budget proposal for consumable supplies, services, and materials needed in the program.

* Prepare purchase orders for approved vocational equipment and supplies.

* Carry out procedures for acquiring the consumable supplies and materials needed for the program.

* Maintain an inventory of vocational supplies, materials, tools, and equipment assigned to the classroom and laboratory.

* Recommend reference books and periodicals related to vocational education for the handicapped that should be added to the school and classroom libraries.

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* Establish a system for repairing and servicing tools and equipment.

* Arrange for the storage and security of laboratory supplies and equipment.

* Devise and implement student check-out procedures for tools, supplies, and equipment used in the vocational laboratory. (Simulate procedures used in local job stations.)

* Direct students in a system of cleaning and maintaining the laboratory.

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* Devise a system for maintaining occupational information and opportunity data for use by students.

* Maintain a record of safety instructions presented in compliance with safety laws and regulations.

* Maintain a record of individual work hours and work progression of on-the-job training.

* Maintain a system for recording attendance.

* Construct a system of reporting student progress to students, parents, and employers.

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* Establish student transportation procedures.

* Establish policies and procedures for job placement.

* Conduct a program review.

COLLABORATION AND LIAISON

* Establish criteria for selecting a diversified occupational advisory committee.

* Organize an advisory committee made up of vocational educators, special educators, media specialists, curriculum specialists, administrative personnel, representatives of business and industry, representation by vocational rehabilitation agencies, and parents.

* Identify the roles and functions of the advisory committee.

* Consult the advisory committee to obtain information concerning its members' expectations of the vocational education program.

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* Assist with student problems by working cooperatively with agencies such as the health and welfare services, vocational rehabilitation, mental health department, and medical personnel.

* Identify requirements of local vocational programs.

* Involve local and state agencies in identifying career opportunities for the handicapped.

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* Develop a working knowledge of unskilled, semi-skilled, and skilled jobs in the community.

* Identify entry level jobs in the community.

* Maintain liaison with union officials, employers, business and trade groups.

* Invite local business and industry representatives to class for discussion and demonstration.

* Inform employers of their responsibilities.

* Inform employers of working students' in-school progress.

* Conduct an employer appreciation program.

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* Involve the family as a primary source of student reinforcement.

* Obtain information from parents relative to their expectations of the vocational education program.

* Inform parents of their responsibilities.

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* Coordinate instructional objectives for individual students with other teachers, therapists, counselors, and so forth.

* Obtain informal feedback on the vocational education program through contacts with individuals in the community and school.

* Work cooperatively with community groups and agencies.

* Coordinate activities with law enforcement agencies and courts.

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* Participate in an open house to familiarize members of the school and community as to activities of the vocational education program.

* Publicize the purposes of vocational education for the handicapped.

* Evaluate specified recording systems.

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* Conduct follow-up activities on former students and provide assistance when necessary.

* Devise a filing system for maintaining student evaluations.

INSTRUCTIONAL METHODS

* Break down long-range educational goals into sequences of immediate goals.

* Describe instructional goals in performance terms.

* Carry out instructional sequencing of occupational skills based on occupational task analysis.

* Sequence tasks to conform with the learning styles, learning pace, and inferred learning potential of students.

* Plan alternate learning activities for the handicapped.

* Allow students to progress at an individual rate.

* Recycle students who do not reach the necessary mastery level for attainment of objectives.

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* Construct a daily assignment sheet for class activities.

* Devise alternative methods of grading.

* Develop an incentive award system.

* Employ least restrictive environment criteria as a measure for integration.

* Use mainstreaming techniques for integration of handicapped students in the regular classroom.

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* Modify courses for the needs of handicapped students by use of special materials, additional safety instruction, demonstration of skills, breaking tasks into small steps, allowing adequate time to complete assignments.

* Use remedial techniques that will reinforce lesson content for students who need additional help.

* Use remedial techniques to develop basic skill areas in relation to vocational

* Use results of such vocational interest and aptitude tests as the Ohio Vocational Interest Survey and the General Aptitude Test Battery to design classroom instruction.

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* Evaluate student progress at a training station.

* Prepare an observation form for evaluating laboratory performance. Use a descriptive or graphic rating scale.

* Assess pupil lab performance by the following criteria: speed, accuracy, discrimination (proper tools, equipment, movements), economy of effort, timing, intensity (strokes, turns, pressure), coherence.

* Evaluate student projects by the following criteria: appropriateness of materials, workmanship, correspondence to plans, accuracy of measurements, finish.

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* Develop a work sample test.

* Construct a performance test.

* Construct pre and post tests for a lesson.

* Modify a lesson based on information from a pretest.

* Construct a written test using: drawings, diagrams, true-false, multiple-choice, matching items.

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* Record a specific behavior for a behavior modification program.

* Make an evaluation using anecdotal records.

* Form instructional groups based on pretests.

* Develop a group progress wall chart for monitoring individual and class achievement.

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* Evaluate classroom activity with a time-sampling recorder.

* Evaluate classroom interaction by use of the Transaction Analysis Matrix or the Flanders Interaction Analysis Matrix.

* Evaluate particular teaching strategies and processes as related to individual pupil performance.

* Develop a presentation on program goals and philosophy.

* Speak to school and community groups on the vocational education program.

* Use media for public service announcements.

* Develop public relations literature.

* Enter student projects in local and district exhibition fairs.

ASSESSMENT, DIAGNOSIS, AND EVALUATION

* Analyze student's cumulative records.

* Identify needs and interests of the handicapped student.

* Tentatively identify student's preferred learning style.

* Identify student personality patterns.

* Assess the ability of the student to modify his or her behavior.

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* Use assessment information as a basis for specifying behavioral objectives.

* Select and/or develop appropriate, valid, and reliable assessment instruments.

* Record student behavior by use of at least two different systems.

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* State educational goals so that their attainment is measurable and then measure attainment.

* Compare the behavioral outcomes of instructional efforts with stated long-term and short-term goals.

* Administer and utilize the results of appropriate diagnostic tests.

* Identify learning deficits.

* Diagnose student needs within a vocational framework which is consistent with facilities available and occupational opportunities.

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* Administer and interpret a vocational interest survey.

* Administer and interpret a vocational aptitude test.

training.

* Identify techniques for teaching non-readers.

* Apply nonverbal techniques to enhance communication.

* Modify verbal presentations according to language comprehension ability of students.

* Become proficient in the use of sign language if there are deaf students in the classroom.

* Design teaching strategies in behavioral frameworks that will implement achievement of stated objectives based upon diagnosed strengths and weaknesses.

* Provide performance-based learning experiences for handicapped students.

* Use the student's personal ideas and interests as teaching tools.

* Use socially integrated learning activities for the handicapped.

* Develop concrete learning experiences.

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* Form instructional groups based on pretest assessment of students.

* Adopt follow-up activities that take into account individual skills within the group.

* Set up a carrel for individualized instruction.

* Provide opportunities for independent study.

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* Demonstrate attention-getting skills.

* Give prompts and cues that will lead students to give correct responses.

* Use a variety of questioning techniques: recall, synthesis, application of principle, judgment.

* Elicit student feedback on information presented.

* Establish a student tutoring program.

* Direct students in instructing other students.

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* Identify emotional factors that affect classroom environment.

* Derive classroom rules in a democratic manner and maintain them.

* Use behavior modification techniques and Adlerian methods.

* Use reinforcement techniques to change and maintain behaviors.

* Implement a token economy system for classroom management.

* Stimulate learning through brainstorming, buzz groups, and question box techniques.

* Initiate specific action for resolution of learning behavior problems.

* Practice alternative methods for dealing with students exhibiting inappropriate behaviors.

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* Institute discussion and activities that will encourage deductive thinking.

* Direct student study of texts and references.

* Direct students in applying problem-solving techniques.

* Provide a variety of activities and experiences.

* Develop alternative modes of presentation for repetition of content.

* Employ the project method of learning.

* Develop a unit of instruction using a multisensory activities checklist.

* Develop learning packets for topics.

* Demonstrate manipulative skills, concepts, and principles.

* Illustrate with models and real objects.

* Illustrate with bulletin boards.

* Correlate units of instruction with other subject areas.

* Present information via media: demonstrations, exhibits, videotape, cassette recorder, 35mm slides, motion pictures, film loops, programmed materials, chalkboard, flannel board, flip chart, lecture, role playing, simulations.

* Use educational television programs.

* Use a subject matter expert to present information.

* Provide success-producing stations for individual students.

* Use auto-tutorials.

* Develop computer-assisted instruction programs.

* Develop microfiche lessons.

* Identify basic terminology associated with industrial education in order to facilitate understanding.

* Use common hand tools, machinery, equipment, and materials appropriate for use with special needs students.

* Establish and demonstrate procedures for the safe use, storage, and maintenance of tools and equipment.

* Direct student laboratory experiences.

* Use job sample and work simulation experiences.

* Write job analyses that include: aptitude profile interest rating; temperament conditions; working conditions; physical requirements; job descriptions; task analysis.

* Supervise the safe arrangement of student work areas and stations.

* Record student behavior while instructing.

MATERIALS

* Develop criteria for selection of materials.

* Devise a system for evaluating instructional materials.

* Use the services and acquisition lists of media and materials centers.

* Contact reading resources and publishing houses.

* Match commercial materials to specific instructional objectives.

* Modify and/or construct materials appropriate to specific objectives and evaluate the effectiveness of the material.

* Develop learning materials relevant to students' entering behaviors.

* Use curriculum evaluation data in developing new curriculum materials

* In selecting and designing materials for handicapped students, consider special visual directions, diagrams for operating equipment, labels, use of colors, and other guides as needed to improve communication.

* Make models of unavailable learning equipment.

* Develop instructional materials that require the use of: spirit duplicator, mimeograph machine, photocopier, Ektagraphic camera set, videotape recorder, orator or primary typewriter, language master, 35mm projector, filmstrip projector, opaque projector, overhead projector, 16mm motion picture projector, filmloop projector, videotape projector, cassette recorder, bulletin board, exhibit, models.

* Provide bilingual instructional materials for non-English-speaking students.

* Provide learning materials that are not abstract in nature.

* Incorporate business and industrial manuals into the curriculum.

GUIDANCE AND COUNSELING

* Identify techniques for relating to individuals and groups.

* Identify counseling techniques.

* Conduct a conference for counseling a student.

* Encourage two-way communication during conference with student.

* Conduct group counseling sessions.

* Recognize potential problems of students.

* Devise means of determining student attitudes.

* Aid student in accepting his handicap.

* Assist student in viewing his or her assets and limitations realistically.

* Encourage students to discuss career aspirations.

* Develop values clarification strategies.

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* Analyze a student's interaction with peers, teachers, parents.

* Assist the student in interpreting his own behavior.

* Assist students in developing social, physical, and emotional security.

* Assist students in developing a sense of responsibility.

* Provide counseling that will help the handicapped student to develop a positive self-concept regarding work and career decision-making.

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* Present information to students on occupational opportunities; include all occupational clusters offered in vocational education labs.

* Assist students in developing good study habits.

* Assist students in the ability to accept supervision.

* Assist students in developing the ability to manage time.

* Assist students in developing an awareness of economics in their daily lives.

* Assist students in career planning.

* Inform students of scholarships and grants available.

* Organize student vocational education organizations.

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* Direct students into alternative programs.

* Refer students to private and public personnel agencies for occupational and educational information.

* Refer students to guidance counselor and other specialists.

* Supply guidance counselor with performance data about students.

* Arrange with the guidance and vocational rehabilitation counselor for administration and interpretation of personality, aptitude, and interest tests for specific students.

* Interpret occupational tests and inventories to students.

* Assist students in becoming productive family members.

* Confer with student and parents regarding the student's educational development.

* Conduct two home visits per academic year.

* Identify symptoms of drug abuse.

* Locate help for drug-related problems.

* Maintain anecdotal records and a personal data file on each student.

KNOWLEDGE

* Demonstrate a knowledge of vocational legislation, vocational funding, and vocational advisory committees.

* Understand essential provisions made for education and employment of the handicapped under existing state, local, and federal law.

* Identify and use state and federal guidelines for vocational education of the handicapped.

* Understand the teacher's legal responsibility with respect to liability in the use of common tools.

* Understand legal aspects of occupational training and work experience (workmen's compensation, wage and hour regulations, and so forth).

* Have a working knowledge of due process procedures.

* Demonstrate knowledge of several theoretical instructional systems that are used to design programs for special needs students.

* Translate learning theories in terms of their functional relationship to instruction.

* Remain current on new trends and techniques in teaching the handicapped.

* Remain current in new trends and techniques in vocational education.

* Remain current on trends in business and industry.

* Update the program in terms of current research.

* Establish a plan for continuing professional inservice education.

* Support professional organizations through membership and attendance at meetings.

RESEARCH

* Critically evaluate research in terms of: clarity of stating problem, design, data analysis, utilization potential in the instructional setting.

* Evaluate the appropriateness of resources: primary (e.g., texts, journals), secondary (ERIC, card catalogs, educational and psychological indices), and people -- for solving educational problems.

* Participate in experimental and other data collection research activities.

* Formulate and conduct an evaluative research project with respect to an instructional problem.

* Apply for a mini-grant or exemplary funds to carry out a research project.

THE SAMPLER OF TEACHER SKILLS WAS DERIVED FROM:

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